NEW ENGLAND
COMMON ASSESSMENT PROGRAM

**Released Items
Support Materials
2007**

**Grade 3
Reading**

2.1.1 **Applies word identification and decoding strategies by** <u>identifying regularly spelled multi-syllabic words, by using knowledge of sounds, syllable types, or word patterns (including most common spellings for consonants and vowels, e.g., k<u>n</u>ot, ca<u>tch</u>, fl<u>oa</u>t, f<u>igh</u>t; or common suffixes)</u>

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❶ Which word rhymes with <u>mitten</u>?

○ A. kitchen
○ B. listen
○ C. kitten
○ D. lesson

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❷ Which word has the same **ending** sound as <u>slowly</u>?

○ A. sled
○ B. lucky
○ C. today
○ D. rolling

"All Aboard!"
Literary Text

2.4.1   **Demonstrate initial understanding of elements of literary texts by** identifying or describing character(s), setting, problem, solution, or major events, as appropriate to text

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Gus and his family drive to the train station.	→	Grandpa cannot find the train tickets.	→	
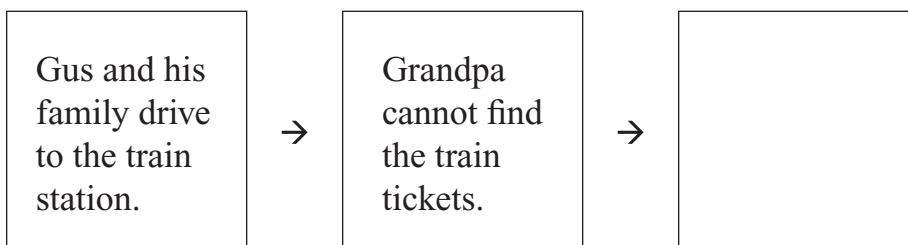
3 Which event from the story belongs in the empty box?

○ A. Gus and Grandpa wait at the train station.
○ B. Gus and Grandpa stand at the window and wave at people.
○ C. Gus and Grandpa climb onto the train.
○ D. Gus and Grandpa get to the train station early in the day.

2.4.1   **Demonstrate initial understanding of elements of literary texts by** identifying or describing character(s), setting, problem, solution, or major events, as appropriate to text

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4 What does Gus do for his dog, Skipper?

○ A. feeds him lunch
○ B. takes him for a walk
○ C. brings him on the train
○ D. changes the words to a song

"All Aboard!"
Literary Text

2.4.1 **Demonstrate initial understanding of elements of literary texts by** identifying or describing character(s), setting, problem, solution, or major events, as appropriate to text

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5 What makes Grandpa tired?
- ○ A. singing songs
- ○ B. riding a long way
- ○ C. talking a lot
- ○ D. listening to noises

2.4.1 **Demonstrate initial understanding of elements of literary texts by** identifying or describing character(s), setting, problem, solution, or major events, as appropriate to text

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6 Where does Grandpa say he put the train tickets?
- ○ A. in his jacket
- ○ B. in a safe place
- ○ C. in his wallet
- ○ D. in a shirt pocket

"All Aboard!"
Literary Text

2.3.1 **Shows breadth of vocabulary knowledge, demonstrating understanding of word meanings or relationships by** identifying synonyms or antonyms; or <u>categorizing words</u>

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7 Use words from the story to fill in the chart.

What Gus and Grandpa SAW:
1.
2.
3.
4.

What Gus and Grandpa HEARD:
1.
2.
3.
4.

Scoring Guide:

Score	Description
4	Response provides a total of 8 correct entries.*
3	Response provides a total of 6 or 7 correct entries.
2	Response provides a total of 4 or 5 correct entries.
1	Response provides a total of 1, 2, or 3 correct entries.
0	Response is totally incorrect or irrelevant.
Blank	No response

*Each entry must be comprised of a word or words from the story.

Training Notes:

Some words from the story that describe what Gus and Grandpa SAW:	Some words from the story that describe what Gus and Grandpa HEARD:
Curvy roads, green mountains, train station, platform, train, locomotive, conductor, steam, smoke, cinders, children waving, a motel, Mom, Dad, Skipper	Huffed, puffed, chugged, hissed, whistled, barking, singing, children shouting, "All aboard"

SCORE POINT 4

❼ Use words from the story to fill in the chart.

What Gus and Grandpa SAW:
1. Children waving.
2. The Train.
3. Mommy, Daddy, and Skipper Drive off.
4. The Tickets.

What Gus and Grandpa HEARD:
1. All Aboard.
2. Singing and barking.
3. Steam whistle,
4. Children shouting

Response provides a total of 8 correct entries of words selected from the story.

SCORE POINT 3

❼ Use words from the story to fill in the chart.

What Gus and Grandpa SAW:
1. (a Train)
2. (the mountain)
3. (the motel)
4. (the train tracks)

What Gus and Grandpa HEARD:
1. (the steam wisle)
2. (Singing)
3. (Barking)
4. Cracking

Response provides a total of 7 correct entries of words selected from the story. The correct entries are circled.

SCORE POINT 2

❼ Use words from the story to fill in the chart.

What Gus and Grandpa SAW:
1. (train)
2. (green mountains)
3. The people
4. (The tickets)
What Gus and Grandpa HEARD:
1. (Songs)
2. listening to noises
3. talking a lot
4. (Dog barkt's)

Response provides a total of 5 correct entries of words selected from the story. The correct entries are circled.

❼ Use words from the story to fill in the chart.

What Gus and Grandpa SAW:
1. people
2. Pogs
3. cats
4. famils

What Gus and Grandpa HEARD:
1. They cold not fin tlrats
2. pebble yeling
3. Barkeiing
4. sthging .ing

Response provides a total of 2 correct entries of words selected from the story. The correct entries are circled.

SCORE POINT 1

7 Use words from the story to fill in the chart.

What Gus and Grandpa SAW:
1. *They saw a dog*
2. *a cat*
3. *a lot of pepl*
4. *in a hour*

What Gus and Grandpa HEARD:
1. *They heard a dog boking*
2. *an cat meoowing*
3. *an pepl taking*
4. *in a hous dor dosing*

Response provides a total of 1 correct entry of words selected from the story. The correct entry is circled.

SCORE POINT 0

❼ Use words from the story to fill in the chart.

What Gus and Grandpa SAW:
1. dog
2. tree
3. cat
4. duck
What Gus and Grandpa HEARD:
1. duck
2. dog
3. pepd
4. BaBY'S cringe

Response is totally incorrect or irrelevant.

"All Aboard!"
Literary Text

2.2.1 **Students identify the meaning of unfamiliar vocabulary by** using strategies to unlock meaning (e.g., knowledge of word structure, including common base words and suffixes, such as "thick-est," "hope-ful;" or context clues, including illustrations and diagrams; or prior knowledge)

> They walked up and down the <u>platform</u>.

8 The word <u>platform</u> means a

- ○ A. kind of train.
- ○ B. place for waiting.
- ○ C. line of people.
- ○ D. train track.

2.3.2 **Shows breadth of vocabulary knowledge, demonstrating understanding of word meanings or relationships by** selecting appropriate words to use in context, <u>including words specific to the content of the text</u>

9 A <u>locomotive</u> is a

- ○ A. train engine.
- ○ B. railroad car.
- ○ C. wooden platform.
- ○ D. train conductor.

"All Aboard!"
Literary Text

2.4.1 <u>**Demonstrate initial understanding of elements of literary texts by**</u> identifying <u>or describing character(s),</u>
<u>setting, problem, solution, or major events, as appropriate to text</u>

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❿ What helped Grandpa solve his problem
in this story?

○ A. Grandpa checked his pockets.
○ B. Grandpa looked in his wallet.
○ C. Grandpa scratched his head.
○ D. Grandpa wore his new hat.

2.3.1 **Shows breadth of vocabulary knowledge, demonstrating understanding of word meanings or**
relationships by identifying synonyms or antonyms; or <u>categorizing words</u>

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puffed

whistled

_____

⓫ Which word belongs with the words in
the box?

○ A. drove
○ B. looked
○ C. forgot
○ D. hissed

"All Aboard!"
Literary Text

2.5.2	__Analyze and interpret elements of literary texts, citing evidence where appropriate by__ identifying <u>relevant</u> physical characteristics or personality traits of main characters

⑫ a. How do Gus and Grandpa feel about each other?

b. Explain how you know. Use details from the story.

Scoring Guide:

Score	Description
4	Response identifies how Gus and Grandpa feel about each other. Response provides a thorough explanation of how they know. Response includes relevant details from the story.
3	Response identifies how Gus and Grandpa feel about each other. Response provides an explanation of how they know. Response lacks some relevant details from the story or is not fully developed.
2	Response identifies how Gus and Grandpa feel about each other. Response provides a partial explanation of how they know. Response includes limited details from the story.
1	Response is vague/minimal.
0	Response is totally incorrect or irrelevant.
Blank	No response

Training Notes:

How Gus and Grandpa feel about each other:

Gus and Grandpa love each other and are very close.

Details showing how:

- Gus and Grandpa are taking a train ride together.
- Gus felt bad that Grandpa felt bad (when they thought they had forgotten the tickets).
- Gus never forgot that he loved Grandpa.
- Grandpa never forgot that he loved Gus.

SCORE POINT 4

⓬ a. How do Gus and Grandpa feel about each other?

They love each other. They care about each other.

b. Explain how you know. Use details from the story.

I know because Grandpa let him go on the train. He did not yell or scream when he was tird from singing. He used his train tichets just for the train ride and Gus

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Response identifies how Gus and Grandpa feel about each other. Response provides a thorough explanation of how they know. Response includes relevant details from the story.

SCORE POINT 4

12 a. How do Gus and Grandpa feel about each other?

_gus and grandpa loved uchother,
And that they would never
forget how much they loved uchother_

b. Explain how you know. Use details from the story.

_I know because when I read
the story near the end it said
that grandpa would neve forget
how much he loved gus and
gus would never forget how
much he loved him._

Response identifies how Gus and Grandpa feel about each other. Response provides a thorough explanation of how they know. Response includes relevant details from the story.

12 a. How do Gus and Grandpa feel about each other?

They loved euchother vary much,

b. Explain how you know. Use details from the story.

They tallied to euchother alotand they helped euchother find the tichets.

Response identifies how Gus and Grandpa feel about each other. Response provides an explanation of how they know. Response lacks some relevant details from the story or is not fully developed.

SCORE POINT 2

12 a. How do Gus and Grandpa feel about each other?

They feel god about each other. Grandpa wants to take gus on a train rid.

b. Explain how you know. Use details from the story.

When grandpa and gus got to the train station he forgot were he put the tickets.

Response identifies how Gus and Grandpa feel about each other. Response provides a partial explanation of how they know. Response includes limited details from the story.

SCORE POINT 1

⓬ a. How do Gus and Grandpa feel about each other?

love

b. Explain how you know. Use details from the story.

bace Kas I Know.

Response is vague/minimal.

SCORE POINT 0

⓬ a. How do Gus and Grandpa feel about each other?

Like they forgot to much.

b. Explain how you know. Use details from the story.

When granpa forgot about the tickets they remembered all the things they have been forgetting.

Response is totally incorrect or irrelevant.